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State Teachers College at Bridgewater. 1957-59. [Catalog]

Bridgewater State Teachers College

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The Commonwealth of Massachusetts

STATE TEACHERS COLLEGE

AT

BRIDGEWATER, MASSACHUSETTS



1957-1959



THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION

STATE TEACHERS COLLEGE
at
BRIDGEWATER

Founded in 1840



ACCREDITED BY
National Council for Accreditation of Teacher Education

MEMBER OF
New England Association of Colleges and Secondary Schools

THE COMMONWEALTH OF MASSACHUSETTS

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M. Frances Guerin, M.A., Associate Professor	English
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Elizabeth Hollis, M.A., Assistant Professor	Education
Paul Huffington, M.A., Professor	Geography, Geology
Stephanie O. Husek, Ph.D., Associate Professor	History
†Marjorie H. Kelly, M.Ed., Assistant Professor	Physical Education
T. Leonary Kelly, M.S., M.A., Professor	Chemistry: Physical Science
Olive H. Lovett, Ed.M., Assistant Professor	English
Iva V. Lutz, M.A., Associate Professor	Education
Walter L. Mayo, M.Ed., Instructor	Music
Charles B. McMullen, M.A., Professor	Dean of Studies, Education
Annabelle M. Melville, M.A., Ph.D., Professor	History
Mary J. Moriarty, M.S., Ed.D., Professor	Director of Physical Education Major Curriculum for Women
Daniel J. Noonan, M.Ed., Assistant Professor	Education
Rose H. O'Connell, M.A., Assistant Professor	Sociology
John J. O'Neill, M.A., Associate Professor	English
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Edward C. Swenson, M.Ed., Assistant Professor	Physical Education; Coach of Varsity
John B. Tarver, M.F.A., Instructor	Speech, Theatre
Doris E. Tebbetts, M.A., Assistant Professor	Art
Balfour S. Tyndall, Ed.M., Associate Professor	Director of Training; Physical Science
William J. Wall, M.A., Ph.D., Professor	Biology
Frederick L. Wood, M.S., Instructor	Mathematics

†Deceased, 1956.

*Retired, 1956.

BURNELL SCHOOL

Evelyn R. Lindquist, M.Ed., Associate Professor, Principal

Gladys L. Allen, Instructor	.	.	.	.	.	.	.	.	.	.	Grade One
Isabelle N. Bragg	.	.	.	.	.	.	.	.	.	.	Grade Three
Louise H. Borchers, M.A., Instructor	.	.	.	.	.	.	.	.	.	.	Grade Five
Mrs. Ruth L. Gamson, M.Ed., Instructor	.	.	.	.	.	.	.	.	.	.	Grade One
Mrs. Elizabeth M. Higgins, M.Ed., Instructor	.	.	.	.	.	.	.	.	.	.	Grade Four
Helen L. Hulsman, M.A., Assistant Professor	.	.	.	.	.	.	.	.	.	.	Grade Six
Mary L. Marks, Instructor	.	.	.	.	.	.	.	.	.	.	Kindergarten
Mrs. Rita K. Nadal, M.Ed., Assistant Professor	.	.	.	.	.	.	.	.	.	.	Grade Six
Barbara F. Poe'Sepp, M.Ed., Assistant Professor	.	.	.	.	.	.	.	.	.	.	Grade Three
Ruth Staupas, M.Ed., Instructor	.	.	.	.	.	.	.	.	.	.	Grade One
Helen E. Sleeper, B.S.Ed., Instructor	.	.	.	.	.	.	.	.	.	.	Grade Four
Doris M. Sprague, M.Ed., Assistant Professor	.	.	.	.	.	.	.	.	.	.	Grade Five
*Charlotte M. Thompson, B.S.Ed., Instructor	.	.	.	.	.	.	.	.	.	.	Grade Three
Mrs. Dorothy E. Wood, Assistant Professor	.	.	.	.	.	.	.	.	.	.	Grade Two

*Retired, 1956.

HISTORY

The story of Horace Mann is familiar to all in Massachusetts. He, more than any other one individual, was responsible for the ideal of "a trained teacher for every child." With the help of many who joined him, he succeeded in persuading the General Court to try the experiment of Normal Schools for the training of teachers.

Of the three schools thus opened, Bridgewater was one, and it has continued ever since, with no loss of time, in the place where it began its work. Normal School, Teachers College, Bridgewater, has had an uninterrupted tradition. Throughout its more than one hundred years of service to the children and youth of the Commonwealth, Bridgewater ideals, "the Bridgewater spirit," have had a very real existence and influence in the field of education.

In 1932, by act of the General Court, Bridgewater, together with the other State Normal Schools, became a State Teachers College. The change, which brought the teacher training institutions of Massachusetts into line with other similar institutions, gave them the needed prestige and the privilege of granting the degree now considered essential to graduates.

The State Teachers College at Bridgewater is modern in building and equipment. On its campus are Boyden Hall which contains classrooms, library, laboratories, locker and rest rooms for commuting students; the Horace Mann Auditorium, and administration offices; the Albert Gardner Boyden Gymnasium providing for modern physical education; Tillinghast Hall, with dining hall, large and small reception rooms, kitchen, and dormitory rooms for women students and employees; Woodward Hall, the larger of the dormitories, with reception rooms, kitchenette, and recreation rooms; Burnell School, an elementary school under state control, where members of the junior class spend their first period of practice, working under critic teachers; Gates House, the President's residence; and the heating and lighting plant. Playing fields, a large garden and a greenhouse add to the usefulness and attractiveness of the grounds. On lower campus stands the new gymnasium and swimming pool, completely modern and functional, to serve well the members of the student body and to help promote the development of the whole man—"mens sana in corpore sano."

The Albert Gardner Boyden Gymnasium will be remodelled to serve as the college library.

Bridgewater is so near Boston that students share the cultural advantages of that city. Every year large groups visit the Flower Show, the Arboretum, the museums, operas, theatres, and symphony concerts, while smaller groups make various excursions to other points of interest in many places.

The number of students admitted to the college is limited. Conditions of admission are designed to select, as far as possible, students who sincerely desire to live up to the college motto, "Not to be ministered unto, but to minister." The following quotation from the Bridgewater catalogue of 1844 still remains true:

"This institution . . . claims . . . to afford aid and encouragement to those faithfully striving to learn their duty. Such, only, are wanted at this

School. It should be distinctly understood that this School has no power to make good teachers of the dull or idle . . . A teacher must educate himself. This institution will assist him."

The "Bridgewater spirit" has been a reality for more than a hundred and fifteen years. It is a great heritage still carrying inspiration to Bridgewater students.

THE BRIDGEWATER PURPOSE

The Bridgewater of today might amaze Mann, Tillinghast and Conant who wrought in a generation that built its schools of spirit and zeal, with just a few boards and a little plaster added for good measure. They would find no change, however, in the essence of the Bridgewater purpose and the Bridgewater meaning. Our task is not the creation of great halls and buildings, necessary though they be, but rather is it to fan into an all-consuming flame the spark hit off from the genius and wisdom of our founding fathers.

Naturally we are far more interested in the young men and women who come to us seeking teacher education than we are in the physical properties of the College. Buildings, equipment and conveniences serve only as they help us to achieve our objective—the development of the whole man for the noble profession of teaching.

With Van Dyke we think that education should create men who can see clearly, image vividly, think steadily and will nobly. Thus our students are taught in class and on campus the values that constitute the good man, the good citizen, the good teacher, the teacher who enters his profession with a deeply serious sense of dedication and a full, rich appreciation of the good and the true.

The Bridgewater ideal permeates all curricula: the cultural studies and the professional courses, the spirit breathed into its simple beginning by men who encouraged learning not as an end but as a means, the spirit that makes for unselfish service, ministering to others.

The faculty tries diligently to discharge its duties as a shaper of the teaching mind and heart, as a molder of the teaching attitude. In the years since Mann's day nearly ten thousand alumni have carried Alma Mater's good word to the corners of the earth, adhering loyally to the Bridgewater way and the Bridgewater spirit.

In these words of the late Calvin Coolidge the reader will find a distillation of the objectives and goals which our founders and their successors have made part of the college fabric:

"The defences of the Commonwealth are not material but spiritual. Her fortifications, her castles are her institutions of learning. Those who are admitted to our schools tread the ramparts of our state. The classic halls are the armories from which are furnished forth the knights in armor to defend and support our liberty. For such high purpose have our schools been called into being. A firm foundation of the Commonwealth. A defender of righteousness. Let their towers continue to rise, showing forth the way, the truth, and the light."

STUDENT ACTIVITIES

General Statement—A varied program of activities is carried on at the college with a four-fold purpose: recreation, social enjoyment, cultural opportunities, and training in leadership. So many clubs and groups are meeting that every student should be able to find one from which he may derive pleasure and profit. Besides, he will find his experience valuable when he assumes responsibility as a teacher in the activities program of his school.

Alpha—Year Book
Association for Childhood Education
Audio-Visual Education Club
Bradford Fellowship
Campus Comment
Canterbury Club
Christian Fellowship
Dormitory Council
Dramatic Club
French Club
Glee Club
Kappa Delta Pi, An Honor Society in Education
Menorah Club
Men's Athletic Association
Men's Club
Modern Dance Club
Newman Club
Organ Club
P.E.M. Club
Red Cross Club
The Student Cooperative Association
Upper Elementary Club
Wesley Club
Women's Day Student Organization
Women's Recreation Association

REQUIREMENTS FOR ADMISSION

I. Submission of "Application for Admission" and "High School Record."

Every candidate for admission to State Teachers College or the Massachusetts School of Art is required to submit to the College of his choice:

1. A completed form entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE."
2. Through the high school principal, his high school record on a form entitled "HIGH SCHOOL RECORD" which includes "RATINGS OF PERSONAL CHARACTERISTICS."

These forms may be obtained from the high school or college and should be filed early in the senior year, particularly in the cases of certified or upper quarter students.

II. Time of Admission.

1. Certified applicants, Plan I below, and upper quarter applicants, Plan II below, may file an application and may be admitted provisionally on or after October 1 of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two marking periods or the first half of the senior year which meets the requirements of Plan I or Plan II.

Plan I and Plan II candidates whose applications are received on or after the date of the administration of any examination may be admitted immediately if there is no waiting list (see V). If there is a waiting list, the procedure outlined in V applies.

2. Applicants not certified nor in the upper quarter may submit applications on or after October 1 of the senior year, but must await the results of examinations before being accepted for admission. It is to the advantage of these candidates to submit their applications in advance of the first examination, but applications will be accepted for the succeeding examinations.

III. General Qualifications.

Every candidate for admission as a regular student must meet the following requirements:

Health.

The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidence in this regard.

2. High School Graduation.

The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. Completion of Fifteen Units of High School Work.

The "HIGH SCHOOL RECORD" must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. Personal Characteristics.

The "RATING OF PERSONAL CHARACTERISTICS" and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate.

IV. Methods of Admission.

A. Plan 1. Admission by Certificate

The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The Teachers Colleges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined

on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

Admission by certificate is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list below and five others from the list given under 2 below. The number of units offered for certification is subject to the restriction of 2 below. The additional three units of the 15 required units may consist of any work which the high school accepts in partial fulfillment of its graduation requirements. Personal interviews are required.

1. Prescribed (7 Units)

English	3 units
American History and Civics	1 unit
Algebra	1 unit
Geometry	1 unit
Science	1 unit

2. Distribution of Units for Certified Applicants.

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); Mathematics, 3 units; Business Subjects, 2 units; Fine and Practical Arts, 2 units; Home Economics, 2 units; and Physical Education, 1 unit.*

In the case of subjects which continue for two years, the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English, only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of 3 additional units.

B. Plan II. Admission by Upper Quarter Standing.

Students in the upper quarter of the high school or college preparatory class are eligible for admission without examination, provided that they have completed fifteen units, and have received passing grades in the seven units listed as "Prescribed." Personal interviews are required.

C. Plan III. Admission by Examination.

Students who are not eligible for admission by certificate or by reason of upper quarter standing, as described in the foregoing, but who possess a high school diploma or its equivalent, and are interested in teaching, may be admitted to the Teachers Colleges on the successful completion of aptitude tests prescribed by the Department of Education. Personal interviews are required. If the result of the personal interview is favorable, the standing

* One unit granted for the Physical Education major courses at Bridgewater only.

of the applicant will be determined by the scholastic and personality records and examination scores.

V. Waiting Lists.

If the number of applicants qualified for admission, following the administration of any of the entrance examinations, exceeds the number that the facilities of the College will accommodate, the scholastic records and the rating of personal characteristics of **all** applicants, excepting those who have already been provisionally or finally admitted (See II), will be evaluated in accordance with the method stated below:

- (a) Scholarship will be allowed a maximum of 75 points for 15 units of work.
- (b) Personality will be allowed a maximum of 25 points.

As a basis for computing the total score from the scholastic record, as submitted by the high school principal, a mark of "A" will be allowed 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

As a basis for computing the personality record, which includes ten characteristics exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

Certified candidates and upper-quarter candidates will be admitted first and in that order, as determined by their total scholastic and personality rating scores.

Candidates for admission by examination will then be admitted in order of their standing as determined by their total scholastic and personality rating and examination scores.

Waiting lists will remain in force until after the succeeding examination when new waiting lists will be established. Vacancies occurring between examinations will be filled from the established list.

VI. Place and Time of Examinations.

Regular examinations are given in any of the State Teachers Colleges as scheduled below. Candidates are reminded, however, that in a number of the Teachers Colleges the full complement of students may be admitted as a result of the January examinations and that the number admitted later may be limited to replacements for withdrawals. Students who wish to take examinations at a Teachers College other than the one for which they are applying should notify in advance the president of the college to which they are applying.

SCHOLASTIC APTITUDE TESTS

(All day—beginning at nine o'clock)

1957

January 25, March 22,
June 4, and September 5

1958

January 24, March 21,
June 3, and September 4

VII. Admission as Advanced Students.

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

COLLEGE YEAR BEGINS

September 16, 1957

September 15, 1958

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State Teachers Colleges and the Massachusetts School of Art. Under this system, grades will be given the following values: A - 4 to 5, B - 3 to 3.9, C - 2 to 2.9, D - 1 to 1.9, E - 0.

2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester-hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80 per cent of the work has been done at the time of discontinuance.)

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects, in which "E" grades have been received, must be successfully repeated before the student may take advanced work.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated or alternate course.....
passed at.....with a grade of.....".

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget:

I. Fees for Residents of Massachusetts

1. \$100.00 a year payable in two instalments at the beginning of each semester.
2. \$3.50 a semester hour—Courses for part-time day students.
3. \$10.00 a semester hour—Extension and Summer courses.

II. Fees for Non-Residents of Massachusetts.

1. \$400.00 a year payable in two instalments at the beginning of each semester.
2. \$15.00 a semester hour—Extension and Summer courses.

III. Registration Fee.

Each applicant for admission to the State Teachers College at Bridgewater must pay a registration fee of \$10.00 following notification of acceptance of admission. This fee will be deducted from the tuition of students who attend and will be forfeited by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly-established schedule of refunds, minus the registration fee. This regulation became effective for students entering on or after September 1, 1955.

IV. Textbooks and Supplies.

Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of \$50.00 a year.

V. Board and Room.

Rates for board and room are established by the State Department of Education. The present annual rate is \$480.00, payable as follows:

Opening of school, September	— \$120.00
December 1	— \$120.00
February 1	— \$120.00
April 1	— \$120.00

All payments must be made in advance, without the presentation of bills.

These regulations and charges are subject to change by the Board of Education.

Gymnasium Laundry Fee. All women students participating in Physical Education Activities are required to pay a small fee annually to meet the expense of laundering the bath towels used by them in the gymnasium. This fee is due at the opening of the college year.

Freshmen and Sophomores	\$2.00
Juniors and Seniors	\$1.50

Physical Education Majors

Freshman and Sophomores	\$4.00
Juniors and Seniors	\$3.00

Other Expenses. Certain student enterprises which are supported by all the students are financed by means of the Student Activities Fee, which is payable at the beginning of each college year. This fee may vary from year to year, but is approximately \$12.50 for women undergraduates and \$20.00 for undergraduate men.

The required gymnasium outfit for women in the regular curricula consisting of special uniform and shower equipment costs approximately \$25.00. Full description with blanks for ordering will be sent out with notification of admission.

The required gymnasium outfit for men, consisting of special uniform of pants, sweatpants, and sweatshirt, is ordered on blanks sent with notification of admission. The approximate cost is \$17.00. Soccer shoes and other necessary articles may be secured after college opens.

The special uniform required for women in the Physical Education Major curriculum costs approximately \$30.00.

LOAN FUND

Alumni and friends of the college have at various times made contributions to the Students' Loan Fund at Bridgewater, established for the purpose of extending aid to needy members of the Junior and Senior classes. This fund is administered by a faculty committee, appointed by the president.

RESIDENCE HALLS

All women students who do not live at home are required to live in the dormitories. Exceptions to this rule may be made through the dean of women if a student wishes to live with relatives or to work for her room and board in a home approved by the college authorities.

There are two residence halls for women on the campus. Woodward Hall has eighty-four double rooms and Tillinghast Hall has thirty-seven single rooms. The central dining room is located in Tillinghast Hall.

Each dormitory is heated by steam and lighted by electricity. In each there are attractive reception rooms as well as rooms set aside for general recreational purposes and for the enjoyment of radio and television. Students are not allowed to use electric irons or cooking equipment in their rooms. Special rooms have been equipped for laundry and kitchenette purposes.

Rooms in these halls are supplied with furniture including mattresses and pillows. Students are required to bring rugs, a shoe bag or box, two clothes bags for laundry, a bath mat 36 inches by 24 inches, towels, window curtains, bureau covers and bed covering for single beds. The bed covering should include a mattress cover or pad, four sheets, three pillow cases, and a spread. Extra furnishing may be brought from home.

A reassignment of rooms is made at the end of each college year, preference in choice being given to those who have been longest in the college.

Candidates for admission who have applied for rooms in advance may select their rooms on the day preceding the opening of the college, after the initial payment of \$120.00 at the Business Office. The order of choice is determined by lot.

Rooms for men are arranged for in private homes near the campus. Assignments are made by the dean of men only, from an approved list.

CURRICULA

Elementary Education. This comprises four years of study and is designed for students preparing to teach in the first six grades; the degree of Bachelor of Science in Education is awarded for the successful completion of this course.

The Kindergarten-Primary Course is a division of the Elementary Education Curriculum, with special emphasis on preparation for teaching in the primary grades.

Secondary Education. This is a four-year course of study designed for students preparing to teach in the junior or senior high school, and leading to the degree of Bachelor of Science in Education.

Within the Junior-Senior High School curricula, students may choose a particular field for concentration, so that they may major in the subject or combination of subjects for which they plan to prepare themselves as teachers.

Thus, one may elect an English major for either Junior High or Senior High, a combination of French and English; English and Library; Science and Mathematics; General Science; Social Studies; History; Earth Science.

Health and Physical Education Major Curriculum for Women. This curriculum prepares teachers and supervisors for Elementary, Junior and Senior High Schools, and leads to the degree of Bachelor of Science in Education.

CURRICULA OFFERED AT BRIDGEWATER

Secondary Education, Elementary Education, Kindergarten-Primary

Freshman	Credit	Sophomore	Credit	Junior	Credit	Senior	Credit
English 1	6	English 25*	6	Education 52	3	Economics 101	3
History 1	6	History 21	6	Education 58	4.5	Education 105	2
Biology 3	3	Earth Science 21	3	or		Education 107	4.5
Biology 5	3	Earth Science 23	3	Education 62	7.5	Speech 103	2
Mathematics 3	3	Physics 21	4	Sociology 53	3	Health and Phys. Ed. W 101	1.5
Art 3	2	Education 23	3	Health and Phys. Ed. W 53	0.5	Education 109	6
Mus. 7	2	Education 25	3	Health and Phys. Ed. W 55	1.5		
Speech 3	2	or		Education 77	6		
Handwriting 1	1	Education 27	3				
Health and Phys. Ed. M 1-3	1.5	Health and Phys. Ed. W 21	0.5				
Health and Phys. Ed. W 1-3	1.5	Health and Phys. Ed. W 23	0.5				
		Health and Phys. Ed. M 21 - 23-25	1.5				

*Not required of those students who have elected and passed English 5.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION FOR WOMEN

English 1	6	Education 23	3	Education 52	3	Biology 103	2
Biology 3	3	Education 27	3	Sociology 53	3	Education 105	2
Biology 5	3	History 21	6	Physical Education 53	3	Education 107	4.5
Mathematics 3	3	Chemistry 23	3	Physical Education 57	2	Physical Education 107	3
Physical Education 5	4	Physics 23	3	Physical Education 59	3	Physical Education 109	2
Physical Education 7	2	Physical Education 21	1	Physical Education 61	2	Physical Education 115	3
Physical Education 9	3	Physical Education 25	4	Physical Education 63	2	Phys. Ed. Activities	3
Art 7	2	Physical Education 27	2	Phys. Ed. Activities	3	Education 109	6
Mus. 3	2	Phys. Ed. Activities	4	Education 77	6	Elective	4.5
Speech 3	2	Elective	6	Biology 55	3		
Phys. Ed. Activities	4	(choose with aid of advisor)		Elective	4.5		

REQUIRED COURSE FOR MAJORS

Elementary							
English 5	4	Art 27	2	Education 71	4.5	Education 101*	2
		Mus. 21	3	Education 65	2	Elective	9
		Library 23	2	Elective	4.5	(choose with aid of advisor)	
				(choose with aid of advisor)		Students preparing to teach in Kindergarten should elect Education 64.	

*Not required for those who have elected and passed Mathematics 53.

Freshman	Sophomore	Junior	Senior	Credit
English 5	English 25 English 27	English 51 English 55 Elective (choose with aid of advisor)	English 101 Elective (choose with aid of advisor)	4.5 4.5 4.5

English 5	English 25 Library 23	English 51 Library 53 Elective (choose with aid of advisor)	English 101 Library 103 Elective (choose with aid of advisor)	4.5 4.5 4.5
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French 1	English 25 French 21	English 51 French 51 French 53	English 111 French 101 French 102 French 103	4.5 6 3 3
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Science-Mathematics

Chemistry 1A or Physics 1A (Mathematics 3, Art 1 and Music 1 exemption)	Chemistry 1A or Physics 1A Mathematics 21 (Physics 21 exemption)	Mathematics 51 and Chemistry 81 or Chemistry 82 or Mathematics 51 and Physics 81 or Physics 82 Elective (choose with aid of advisor)	Mathematics 101 and Chemistry 81 or Chemistry 82 or Mathematics 101 and Physics 81 or Physics 82 Elective (choose with aid of advisor)	4.5 6 6 6 4.5
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General Science

Chemistry 1A or Physics 1A Mathematics 1 (Mathematics 3, Art 1 and Music 1 exemption)	Chemistry 1A or Physics 1A Biology 21 (Physics 21 exemption)	Biology 82 or Biology 83 Chemistry 81* Elective (choose with aid of advisor)	Biology 82 or Biology 83 Chemistry 81* Elective (choose with aid of advisor)	4.5 4.5 6 4.5 or 9 4.5
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*Must be taken in either Junior or Senior year.

Freshman	Credit	Sophomore	Credit	Junior	Credit	Senior	Credit
Social Studies							
English 5	4	History 23	6	Earth Science 51	4.5	Earth Science 101	3
				History 53	4.5	Earth Science 103	1.5
				Elective	4.5	History 105	4.5
				(choose with aid of advisor)		Elective	4.5
						(choose with aid of advisor)	

History							
English 5	4	History 23	6	History 51	4.5	History 105	4.5
				History 53	4.5	Earth Science 101	3
				Elective	4.5	Earth Science 103	1.5
				(choose with aid of advisor)		Elective	4.5
						(choose with aid of advisor)	

Earth Science							
English 5	4	Elective	6	Earth Science 51	4.5	Earth Science 101	3
		(choose with aid of advisor)		Earth Science 55	4.5	Earth Science 103	1.5
				Elective	4.5	Earth Science 107	4.5
				(choose with aid of advisor)		Elective	4.5
						(choose with aid of advisor)	

ELECTIVE COURSES FOR PHYSICAL EDUCATION

None	Biology 27 and 29	6	History 53	4.5	History 105	4.5
	Earth Science 21 and 23	6	Biology 82	4.5	Earth Science 101	3
			or		Earth Science 103	1.5
			Biology 83	4.5	Earth Science 107	4.5
					Sociology 103	4.5
					Biology 82	4.5
					or	
					Biology 83	4.5

Freshman	Credit	Sophomore	Credit	Junior	Credit	Senior	Credit
ELECTIVE COURSES							
English 5	4	English 27	6	English 51	4.5	English 83	4.5
Chemistry 1A	6	(Prerequisite of "B" grade		English 55	4.5	English 89	4.5
Physics 1A	6	in English 1 and English		English 57	4.5	English 101	4.5
Mathematics 1	6	5)		English 83	4.5	English 103	4.5
French 1	6	Library 23	2	English 89	4.5	English 111	4.5
		French 21	6	Library 53	4.5	English 113	4.5
		Biology 27 and 29	6	Library 57	4.5	Library 103	4.5
		Chemistry 1A	6	French 51	6	Library 107	4.5
		Physics 1A	6	French 53	3	French 101	4.5
		Music 21	3	Chemistry 81	6	French 102	1.5
		Art 27	2	Chemistry 82	6	French 103	3
				Physics 81	6	Chemistry 81	6
				Physics 82	6	Chemistry 82	6
				Biology 82	4.5	Physics 81	6
				Biology 83	4.5	Physics 82	6
				Earth Science 51	4.5	Biology 82	4.5
				Earth Science 55	4.5	Biology 83	4.5
				History 51	4.5	Earth Science 101	3
				History 53	4.5	Earth Science 103	1.5
				Art 81	3	Earth Science 107	4.5
				Art 83	3	History 105	4.5
				Handwriting 81	0.75	History 107	4.5
				Education 55	3	Sociology 103	4.5
				Mathematics 53	3	Economics 103	4.5
						Art 81	3
						Art 83	3
						Art 105	3
						Art 107	1.5
						Handwriting 101	0.75
						Education 101	2
						Education 111	3
						Physical Education 103	0.5

DESCRIPTION OF COURSES

The courses offered are listed in alphabetical order according to departments. The numbering of these courses accords strictly with the following plan:

1. Courses for Freshmen only are numbered from 1 to 19.
2. Courses for Sophomores only are numbered from 20 to 49.
3. Courses for Juniors only are numbered from 50 to 79.
4. Courses for Juniors and Seniors are numbered from 80 to 99.
5. Courses for Seniors only are numbered from 100 to 199.

DEPARTMENT OF ART

Mary M. Crowley, **Chairman**

Doris E. Tebbetts

Art 3. Introduction to Art.

To acquaint the student with some of the best of man's creative products in the past and present in the visual arts, and to analyze the nature of art expression in its various manifestations in the major and minor arts.

Two periods weekly for one semester.

2 semester hours credit.

Art 5. Art in Physical Education.

A course applicable to the physical education program, including figure drawing, poster design, and craft techniques, the latter especially planned for camp and recreational activities.

Three periods weekly for one semester.

3 semester hours credit.

Art 25. Painting.

This course is planned for students who have shown especial interest and ability. Individual, creative work may be undertaken in any of the painting media.

Three periods weekly for one semester.

3 semester hours credit.

Art 27. Elementary Crafts.

Instruction and experimentation in the fundamental craft processes of value to the elementary classroom teacher. Work in leather, block-printing, weaving, papier mache, clay modeling, and other craft techniques is completed during the course.

Two periods weekly for two semesters.

2 semester hours credit.

Art 81. Advanced Crafts.

Work in metal, jewelry, weaving, stencilling and block-printing of fabrics, Early American decorative ware. Emphasis in this course is placed on individual creative design and skillful execution, for personal enrichment, appreciation, and interest in fine handicrafts.

Three periods weekly for one and one-half semesters.

3 semester hours credit.

Art 83. History of Art.

A study of the art expressions of each cultural epoch from prehistoric to present times. Recognition and understanding of great movements and masterpieces of painting, sculpture, architecture, and minor arts are the objectives of the course, which is supplemented by study trips to the museums and galleries of Boston.

Two periods weekly for one and one-half semesters.
3 semester hours credit.

Art 105. Interior Design

Recognition of today's problems in the selection and arrangement of furnishings for home and school. A study of the principles of good taste in relation to color, furniture design and accessories for personal and civic needs.

Three periods weekly for one semester.
3 semester hours credit.

Art 107. Art in the Classroom

A course for seniors to which they bring problems they have met in their teaching experience. Such problems are solved through class discussions and laboratory work.

Three periods weekly for one-half semester.
1.5 semester hours credit.

DEPARTMENT OF EDUCATION

Balfour S. Tyndall, **Chairman**

Elizabeth Hollis

Iva V. Lutz

Ellen M. Shea

Joseph J. Corkery

Daniel Noonan

Henry Rosen

Education A. College Orientation.

The purposes of this course are to help the student interpret his new environment; to aid him in making more efficient use of the tools and methods essential for study; and to encourage the development of a personal and professional philosophy.

No credits are given in this course.

Education 23. General Psychology

An introductory course to acquaint the beginning student with the value of psychological knowledge in relation to vital problems of everyday living through a study of (1) Psychology as Science; (2) The Background of Behavior; (3) Psychological Problems of Society; (4) Personality and Emotional Adjustment; and (5) The Management of Learning.

Three periods weekly for one semester.
3 semester hours credit.

Education 25. Psychology: Child Growth and Development.

Through reading, discussion, and many other experiences, students gain an understanding of the development of the pre-school and school child under the headings of physical, mental, emotional, social, language, and general personality growth.

Three periods weekly for one semester.
3 semester hours credits.

Education 27. Psychology: The Development of the Adolescent

Through reading, discussion, and many other experiences, students gain an understanding of the development of the pre-adolescent and the adolescent, under the headings of physical, mental, moral, emotional, social, language, and general personality growth.

Three periods weekly for one semester.
3 semester hours credit.

Education 52. Philosophy.

This course is an introduction to the problems of philosophy and the opinions of philosophers including logic and language, truth and certitude, knowledge of the world outside us, methods of acquiring knowledge, mind, matter, Nature, theodicy, ethics and aesthetics.

Three periods weekly for one semester.
3 semester hours credit.

Education 55. Civic Education for Teachers.

This course has been designed to make a contribution toward an effective program of civic education in the schools; to collect and develop teaching materials useful in developing civic intelligence and civic responsibility; to fashion a program for the schools which will help in preparing youth for citizenship in a democracy; to increase the desire for inter-group understanding, respect and good will.

Three periods weekly for one semester.
3 semester hours credit.

Education 58. Principles of Secondary Education

The present structure of the secondary school and its place in the articulated system of education is examined in terms of the curriculum and personnel. The nature of the learning process is reviewed in an approach to the present forms of curriculum organization. Special aspects of method as represented by guidance, experience-unit organization, audio-visual aids, and the testing program are viewed in a functional setting.

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

Education 62. Elementary Curriculum

This course develops an overall view of the curriculum and the bases of the selection and organization of subject matter for presentation to children. Classes study the different methods in common use in order that they may apply them in courses in the subject matter fields, especially science and social studies, and later in their practice teaching. They gain acquaintance

with various phases of classroom management, organization and teacher function found in the several grades.

Five periods weekly for one and one-half semesters.

7.5 semester hours credit.

Education 64. Kindergarten-Primary Theory and Methods

This course deals with the development of young children, the kindergarten curriculum and program, and the materials and methods especially appropriate to the education of young children.

Three periods weekly for one and one-half semester.

4.5 semester hours credit.

Education 65 Audio Visual Aids—Materials and Methods in Elementary Education

An introduction to audio-visual education. The following devices for improved teaching will be studied: still pictures, motion pictures, slides, film strips, exhibits, models, field trips, radio, and recordings. An analysis of the sources of teaching aids and supplementary materials will accompany the laboratory procedures.

One lecture period and one double laboratory period for one semester.

2 semester hours credit.

Education 71. The Communicative Arts—Materials and Methods in Elementary Education

This course deals with the following topics, and with appropriate experiences: the importance and uses of reading and other Communicative Arts in the child's development; general and specific techniques and materials used in developing a reading and language program in its many phases; selection and use of teaching materials; and attention to individual differences.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Education 77. Supervised Student Teaching in the Campus School

The campus School serves as a laboratory in which students engage in the directed study of children, in teaching and in learning situations as they are encountered in a modern school. As the study progresses, students participate increasingly in the activities of the school to the point at which they can undertake the duties of the room teacher. Included in this course are several hours weekly of conference with the supervising teachers and weekly seminars with specialists in the fields of art, music, and physical education.

One-half semester.

6 semester hours credit.

Education 89. Music—Materials and Methods in Elementary Education

The aim of this course is to give knowledge and practice in the Music Education Program. The following topics are studied: principles and procedures, rhythmic activities, creative activities, music reading, and organization music in education.

Two periods weekly for one semester.

2 semester hours credit.

Education 101. Arithmetic—Materials and Methods in Elementary Education

This course presents the place of arithmetic in the modern elementary school curriculum, the materials of instruction, and teaching procedures. Those teaching procedures are chosen which are best adapted for the development of adequate mathematical concept, for growth toward efficient computation, and for development of judgment in quantitative situations.

Two periods weekly for one semester.

2 semester hours credit.

Education 103. Art—Materials and Methods in Elementary Education

The purposes of this course are to develop in students an understanding of the place of art expression in the child's total development, the materials, processes, and tools used in art education, and teaching procedures which meet children's needs and foster creativity.

Two periods weekly for one-half semester.

1 semester hour credit.

Education 105. Educational Measurement

This course includes a study of the tests and objective materials needed by the classroom teacher for the measurement of mental maturity and educational progress; and also a study of elementary statistical procedures necessary for the interpretation of test results and an understanding of technical terminology.

Two periods weekly for one semester.

2 semester hours credit.

Education 107. History and Philosophy of Education

Through readings, thought, and discussion, students are expected to gain some acquaintance with the fundamentals of education theory in its historical development, its philosophical bases, its changing aspects and emphases, and its present condition. The aims of education and evaluation of educational practices are constantly kept in mind and are applied to the contemporary scene.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Education 109. Supervised Practice in the Public Schools

This period provides opportunity in the public schools for continuous supervised experience in all classroom activities under regular classroom conditions. Experience is gained in the study of individual difference, teaching techniques, and classroom management. Supervision is given by the classroom teacher and by members of the college faculty.

One-half semester.

6 semester hours credit.

Education 111. Advanced Audio-Visual Education

Concentration on the co-ordination of Audio-Visual materials with the various units of the Massachusetts Curriculum Guide.

Three periods weekly for one semester.

3 semester hours credit.

Education 113. Secondary Curriculum

This course shows the organization and development of topics and materials in a selected subject matter field and the integration of related fields. Various procedures such as the unit, written and oral reports, group activities and others are developed along with the study of the subject areas commonly taught at the early secondary and high school levels. Some of the major problems facing the beginning teacher are interpreted and discussed during the course.

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

Education 115. Kindergarten-Primary Theory and Methods

This course includes the history and philosophy of the kindergarten movement and of other types of pre-school education. It also deals with special problems in the materials and methods of primary education.

Three periods weekly for one semester.
3 semester hours credit.

Education 117. Developmental Reading for Secondary Schools

This course is designed to give secondary majors some facility in determining and overcoming problems in reading. Its scope includes refinement of fundamental reading skills, appraisal of pupil achievement in basic reading abilities, and vocabulary enrichment.

Three periods weekly for one semester.
3 semester hours credit.

DEPARTMENT OF ENGLISH

Samuel N. Sheinfeld, **Chairman**
M. Frances Guerin
Olive H. Lovett
John L. Davoren
John J. O'Neill

English 1. Composition I

The purpose of this course is to help students think clearly and express their thoughts effectively in both speech and writing.

Three periods weekly for two semesters.
6 semester hours credit.

English 5. The Study of Literary Types

This course is devoted to the study of the accepted literary types, illustrating them with selections from the literature of the Western World.

Two periods weekly for two semesters.
4 semester hours credit.

English 25. The Survey of English Literature

The students in this course will read selected works of English literature with particular attention being given to the most important writers. Much stress will be placed on the careful reading of the works themselves. The social and political background will be presented through lectures.

Three periods weekly for two semesters.
6 semester hours credit.

English 27. Composition II

This course, open only to English Majors, will be primarily concerned with exercises pertinent to the literary problems encountered by the English concentrator. These exercises will take the form of reviews, critical essays, and short research papers. Lectures and assigned readings will be given to supplement the students' background. Creative work will be accepted for partial fulfillment of the requirements of the course from students having special interests.

Three periods weekly for two semesters.
6 semester hours credit.

English 51 Linguistics

This course deals with the science of the English language, covering the essential elements of analysis of sentence structure through exercises, discussions, and papers, and giving essential material as background for the prospective teacher of English in junior and senior high school.

The latter part of this course takes up the history of the English language through readings, discussions, and translations. Attention is paid to the significance of words and to the structure of derivations. The English of past centuries is introduced as a means of enlarging the student's comprehension of English as spoken today.

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

English 55. Literature of the Victorian Period

Students will read and write reports on the works of the major Victorian novelists. They will also read and discuss the poetry of the period. There will be lectures presenting biographical and historical background.

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

English 57. The Age of Johnson

This course will consider the major figures in prose and poetry during the second half of the 18th century and the social and intellectual context in which their writings occurred. Special attention will be given to such men as Thomson, Collins, Gray, Goldsmith, Cowper, and Johnson. References will be made to indicate the development of the drama and the novel during this period and the immediate forerunners of the romantic movement will be considered briefly.

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

English 83. Shakespeare

Six plays and the sonnets of Shakespeare will be studied in this course. Recordings by some of the best known Shakespearean actors will be used to help bring the plays to life. In addition, the students themselves will prepare readings of selected scenes. Some memorization will be required. The plays to be studied are: **Romeo and Juliet**, **Henry IV-part I**, **Twelfth Night**, **Hamlet**, **Othello** and **The Tempest**.

Three periods weekly for one and one-half semesters.
4.5 semester hours credit.

English 89. Great American Writers

The chief works of major American writers will be studied against their social, political and literary backgrounds. The principal writings of Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Mark Twain, Dickinson, James, Robinson, Frost, Cather and Hemingway will be read.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

English 101. Journalistic Writing

This course is primarily a laboratory course in writing based upon examples of the best journalistic practice. Such subjects as the history of the American newspaper, the significance and influence of a free press upon our democracy, and the role it plays in education are brought out in discussions. Field trips and visits to publishing houses are taken when practicable. Students often have an opportunity to organize a school newspaper.

In the second part of this course a study is made of the editorial page of good newspapers to observe the formation of public opinion. Practice is given to the students in the analysis of all sorts of journalistic materials collected by them.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

English 103. Contemporary Drama

Following a brief introduction which relates modern drama to the three great earlier periods of drama, a study of the plays of the leading European and American dramatists from the time of Ibsen to the present is made to determine the topics and techniques used and to attempt a critical analysis of the works.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

English 111. Milton

In this course the emphasis will be placed on the main poetical works of Milton: **Paradise Lost**, **Paradise Regained**, and **Samson Agonistes**. There will be lectures and discussions on the social and intellectual background of the 17th century.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

English 113. Modern Poetry

This course includes the works of many modern British and American poets, stressing understanding of an important, exciting and valuable form of literary art. Among the poets studied are Frost, Stevens, MacLeish, Auden, Spender, the Sitwells, Moore, Eliot, Thomas and others. Creative writing will be encouraged but not required.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

DEPARTMENT OF HANDWRITING

Daniel F. Harrigan, Jr.

Handwriting 1.

A course to improve the personal writing ability of all Freshman. The materials of good writing, standard letter forms, and techniques, are applied and developed; individual difficulties are adjusted. Through practice and experience in the various steps of the writing process, the student will have a working knowledge of the problem involved. Standard Testing and Diagnostic scales are used in developing the skill.

One period weekly for two semesters.

1 semester hour credit.

Handwriting 81. Blackboard Writing and Teaching Methods

This course aims to develop the technique of blackboard writing and arrangement. Various handwriting methods, courses of Study, Objectives, and manuscripts and standard letter forms are also discussed and evaluated so that the student may have a good workable knowledge for teaching purposes.

One period weekly for one and one-half semesters.

0.75 semester hours credit.

Handwriting 101. Text Lettering and Elementary Engrossing

This course is intended for students who wish to learn the art of lettering and engrossing. Various forms and styles for diploma filling and resolution work are developed and an application of text-lettering to everyday teaching is made.

One period weekly for one and one-half semesters.

0.75 semester hours credit.

DEPARTMENT OF LIBRARY SCIENCE

Julia C. Carter, **Chairman**

Beatrice Bouchard

Library 23. Children's Literature

The course covers the reading interests of children from pre-school years through the elementary grades with emphasis on the contribution that reading can make toward the process of growing up. Topics covered are: history of literature for children; illustrators; folk tales; myths; modern fanciful tales; fiction; poetry; books in special fields such as history, science, travel.

Two periods weekly for one semester.

2 semester hours credit.

Library 53. Use of the Library in the Secondary School, Part I

The course aims (1) to give a knowledge of reference books; the catalog; the classification, and other aids to the effective use of school and public libraries, so that students will be prepared to teach a library unit as part of an English course and to guide pupils in their use of library resources; (2) to give a knowledge of books that meet the reading interests

of junior high school boys and girls, so that the student will be prepared to direct the pupils' reading and to inspire more and better reading.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Library 57. Use of the Library in the Elementary School, Part I

This course aims to familiarize students with library resources suited to undergraduate and graduate use, to prepare students to teach a library unit in grades 1-6, to give a knowledge of encyclopedias, bibliographies, and other reference books suitable for grades 1-6.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Library 103. Use of the Library in the Secondary School, Part II

This course emphasizes school library administration in order to prepare students for assisting in a school or public library and for teaching a library unit in connection with English courses. Topics covered are: cataloging for the school library; organizing the book collection; magazines; care of the library and books; room arrangement; publicity; instruction in the use of books and libraries.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Library 107 Use of the Library in the Elementary School, Part II

This course emphasizes library administration for the elementary school library. Topics covered are: cataloging and classification for the elementary school library; organizing the book collection; magazines for the elementary school; care of the library and of books; room arrangement; publicity; instruction in the use of books and libraries, grades 1-6.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

DEPARTMENT OF MATHEMATICS

George H. Durgin

Frederick L. Wood

Mathematics 1. College Algebra and Trigonometry

This course comprises a brief review of elementary algebra, theory of exponents, quadratic and radical equations, binomial theorem, progressions, and Horner's method of solving equations of high degrees; the solution of right and general triangles by trigonometry, radian measure, trigonometric equations and formulae for use in integral calculus. Principles are applied in field work in surveying.

Three periods weekly for two semesters.

6 semester hours credit.

Mathematics 3. Basic Mathematics for General Education

Emphasis is placed on principles and application of elementary mathematics. Arithmetic is treated from a somewhat advanced point of view so that the student may teach the subject with greater confidence.

Three periods weekly for one semester.

3 semester hours credit.

Mathematics 21. Analytic Geometry, Graphical Analysis, and Introduction to Calculus.

The equations and loci of straight line and conic sections, polar coordinates, tangents and normals, plotting and analysis of higher plane curve and asymptotes, and the elementary principles of limits and an introduction to differential calculus.

Three periods weekly for two semesters.

6 semester hours credit.

Mathematics 51. Differential and Integral Calculus

This course includes differentiation of algebraic, trigonometric and logarithmic functions; the integration of many types of functions including integration by substitution, by parts and by use of partial fractions, as well as the use of integrals to compute areas, lengths of curves, volumes and work and pressure.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Mathematics 53. Basic Arithmetic

This is a refresher course helpful to those intending to teach the subject. Different concepts of number are considered as well as numeration, scales of notation with bases other than ten, regular and short-cut operations for addition, subtraction, multiplication and division, work with decimals, fractions and per cent and methods of checking operations.

Two periods weekly for one and one-half semesters.

3 semester hours credit.

Mathematics 101. Advanced Calculus with Introduction to Differential Equations

This course includes the determination of lengths of curves, areas, volumes, (in rectangular and polar coordinates), improper integrals, changing limits, methods for solution of linear differential equations of the first order as well as homogeneous and exact (including determination of integrating factors to make them exact), Bernoulli's and linear equations of higher order.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

DEPARTMENT OF MODERN FOREIGN LANGUAGES

Rita L. Couture

The French courses are open to those who have passed three years of high school French, or, in special cases, two years. Students majoring in French should elect all the French courses. Other students may elect any French course for cultural and linguistic values.

Courses are, as far as possible, conducted in French.

Phonographic and tape recordings are made available to all students through the language laboratory.

French 1. An Introduction to the Advanced Study of French

Language is presented through texts based on a knowledge and understanding of French civilization, past and present, and a functional grammar review; a scientific approach to the spoken language is obtained through phonetics, recordings, films and short plays.

Three periods weekly for two semesters.

6 semester hours credit.

French 21. General Survey of French Literature

This course consists of (1) a presentation of basic works and (2) a study of the historical and social development of French literature from the Middle Ages to the contemporary period. Oral and written reports will continue the development of the student's general language ability. Prerequisites: French I or four years of secondary school French.

Three periods weekly for two semesters.

6 semester hours credit.

French 51. The Classical Period in French Literature

This course is a study of the trends that brought about classicism as a literary ideal in the seventeenth century through the reading of the works of the most representative writers of the period. It is a means of (1) enriching literary knowledge and (2) developing a more comprehensive command of the written and spoken language. Conducted in French.

Four periods weekly for one and one-half semesters.

6 semester hours credit.

French 53. Advanced Conversation

Skill in oral and written expression is developed through prepared discussions on assigned subjects. The study of practical phonetics with its application is an additional aid in the mastery of confidence and efficiency in speaking.

Three periods weekly for one semester.

3 semester hours credit.

French 101. Studies in Modern French Literature

Contemporary French literature is studied through selections of late nineteenth and twentieth century authors—Camus, Claudel, Peguy, Romain, etc. Conducted in French.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

French 102. Methods of Teaching Modern Foreign Languages at the Elementary and Secondary School Levels

The course aims to show the place of Modern Foreign Languages in the curriculum, their aims and objectives, and course content. A background of representative courses of study, tests, texts, realia, analysis and demonstration of methods, and lesson planning are given as tools for the teacher on the elementary or secondary school level.

Three periods weekly for one-half semester.

1.5 semester hours credit.

French 103. Advanced Composition and Grammar

This course includes (1) a systematic review of grammar; (2) the mastery of certain difficulties of grammar and phrasing through texts of increasing difficulty.

Three periods weekly for one semester.

Three semester hours credit.

DEPARTMENT OF MUSIC

Walter L. Mayo, **Chairman**

Marjorie E. Hayward

Music 3. Music in Physical Education

The aim of this course is to review elementary music theory in order that students may have the necessary knowledge to teach in the grades. Special emphasis is given to rhythm work and singing.

Two periods weekly for one semester.

2 semester hours credit.

Music 7. Music Appreciation

History and appreciation of music are combined with a study of the different forms, from the pre-classical period of Bach and Handel to the modern period. Emphasis is placed upon intelligent listening to music of the various composers, with a knowledge of their nationality, style of writing, contributions to vocal or instrumental composition, and their importance to the growth and development of music.

Three periods weekly for one semester.

2 semester hours credit.

Music 21. Music Theory

This course includes the fundamentals in music necessary as a background for music methods for elementary teachers, including major and minor keys, with their scales; intervals; the arithmetic of music in simple and compound time; intervals and chromatics; and experience in sight singing.

Three periods weekly for one semester.

3 semester hours credit.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION FOR WOMEN

Lois L. Decker, **Chairman**

Mary Isabel Caldwell

Catherine Comeau

Marjorie Kelly*

The objectives of this department are two-fold:

1. **Personal**—to help the student develop a wholesome philosophy of health, physical activity, and recreation, and to help the student to acquire skills and understandings necessary for expressing this philosophy in daily living;

2. **Professional**—to aid the student in becoming an effective teacher and leader in these fields in school, home, playground, camp or other situa-

*Deceased

tion in which the public school teacher or college graduate is commonly called upon to render service.

Health and Physical Education W 1. Personal Hygiene

This course includes: (1) a study of fundamental principles of healthy adult living; (2) an analysis of anatomical, physiological and psychological factors underlying health laws; and (3) a special emphasis on practical application of these laws and principles to adult living.

One period weekly for two semesters.

1 semester hour credit.

Health and Physical Education W 3. Physical Education Activities

This is an introductory course, the purpose of which is to provide healthful physical activity for the student and to give her a background for selecting activities in later courses and for teaching similar activities to children in the practice teaching periods. It includes brief units in body mechanics; seasonal team sports; individual sports; and rhythmic activities.

Two periods weekly for two semesters.

0.5 semester hour credit.

Health and Physical Education W. 21. Standard First Aid

The American Red Cross Standard First Aid Course is given with emphasis upon the responsibilities of the public school teacher and leader of physical activities. It includes a review of the necessary anatomy and physiology and certain portions of First Aid which are studied in the course in "Personal Hygiene."

One period weekly for one semester.

0.5 semester hour credit.

Health and Physical Education W. 24. Physical Education Activities

This course is a continuation of Health and Physical Education W 3. One or more new activities are introduced. Activities suitable for children at various school age levels are included with emphasis on adult leadership. Analysis is made of the fundamental principles of effective leadership in various situations. Experience and guidance are given in the teaching and directing of activities both within the class and with groups of children.

Two periods weekly for two semesters.

0.5 semester hour credit.

Health and Physical Education W 53. Physical Education Activities

This course is a continuation of previous courses in physical activity with some opportunity for selection on the basis of the student's needs and interests. Two or more activities are offered each quarter. Effort is made to aid the student to choose activities wisely and to improve sufficiently in skill and enjoyment to motivate further participation on her own initiative.

Two periods weekly for one and one-half semesters.

0.5 semester hour credit.

Health and Physical Education W 101. School Health and Safety Education

A brief study is made of human growth and development with special reference to the needs of the child in relation to his health and physical ac-

tivity. The responsibility of the School in meeting these needs is analyzed and the total program in health and safety is studied with emphasis on the part played by the classroom teacher. Methods and materials for teaching at various age levels are studied in the light of educational philosophy, principles and objectives.

Three periods weekly for one-half semester.

1.5 semester hours credit.

Health and Physical Education W 103. Advanced and Instructor First Aid.

This course includes the American Red Cross Advanced First Aid Course and the "Plan-A" Instructor Course for college students. The certificate for each course is given upon satisfactory completion of the requirements.

Two periods weekly for one-half semester.

0.5 semester hour credit.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION FOR WOMEN—MAJOR CURRICULUM

Mary J. Moriarty, **Chairman**

Mary I. Caldwell

Catherine Comeau

Lois L. Decker

Marjorie Kelly*

The aim of this curriculum is to provide professional preparation for students who wish to become teachers and leaders in Health, Physical Education, and Recreation. The curriculum provides a sound technical training, with practical experience in the elementary and secondary schools. In addition to the specific required courses and the foundation courses in Education, a minor in either social studies or science is required.

Physical Education 5. Anatomy

This course includes a fundamental study of the human body and its parts; with special emphasis on bones, muscles, tissues, and the anatomical location of the organs.

Two periods weekly for two semesters.

4 semester hours credit.

Physical Education 7. Introduction to Physical Education

This is a comprehensive freshman course providing basic information concerning the scope and significance of Physical Education as a profession.

Two periods weekly for one semester.

2 semester hours credit.

Physical Education 9. Personal and Community Hygiene

This course is planned to give the student basic principles of health which she may apply to her daily life and future teaching. Community health opportunities and problems are studied in relation to personal health.

Three periods weekly for one semester.

3 semester hours credit.

*Deceased

Physical Education 21. First Aid

The Standard First Aid Course of the American Red Cross is given. Satisfactory completion of the course entitles the student to the Standard Certificate.

One period weekly for one semester.
1 semester hour credit.

Physical Education 25. Officiating

Specific training for officiating in major sports is given. Actual practice in refereeing and umpiring is required as part of the course. Opportunities are offered to attend clinics and to take examinations for local and national ratings in Field Hockey and Basketball.

Two periods weekly for two semesters.
4 semester hours credit.

Physical Education 53. Coaching

A comprehensive analysis of basic techniques of team sports and specific methods for presenting them in teaching situations.

Two periods weekly for one and one-half semesters.
3 semester hours credit.

Physical Education 57. Methods in Health Education

A study is made of the responsibility of the school for the health education of the growing child with emphasis upon the role of the teacher. Basic emphases throughout the course are: 1. the consideration of child needs for health learnings as determined by such factors as heredity, growth and development patterns, home, school and community influences; 2. the selection of content of health teaching to meet these needs; 3. the analysis of the learning and teaching process as applied to health in the light of modern educational philosophy.

Two periods weekly for one semester.
2 semester hours credit.

Physical Education 59. Applied Anatomy and Kinesiology

A detailed analysis and application of anatomical knowledge to fundamental muscular movements in athletic and rhythmic activities.

Three periods weekly for one semester.
3 semester hours credit.

Physical Education 61. Fundamentals of Body Mechanics

In this course a study is made of the fundamental principles of body mechanics; typical body alignment and common variations in the child and adult. Remedial procedures, including relaxation, that are suitable for school programs are planned. There is opportunity for practice with different age groups. Emphasis is placed on helping the individual to use an efficient and attractive posture in a variety of situations.

Two periods weekly for one semester.
2 semester hours credit.

Physical Education 63. Advanced First Aid and Safety Education

The Advanced and Instructor's First Aid Courses are given with special emphasis on the care of injuries likely to occur in the gymnasium or the swimming pool, on the athletic field, school playground, or at summer camp. The American Red Cross Advanced Certificate and Instructor's Rating are given for satisfactory completion of the course.

Two periods weekly for one semester.

2 semester hours credit.

Physical Education 105. School Health Administration

Emphasis is placed on the school personnel's responsibility for providing a healthful environment, service, and instruction. The organization and content of the program in health are studied and discussed. The need for health guidance to meet the needs of all children including exceptional children is stressed.

Two periods weekly for one semester.

2 semester hours credit.

Physical Education 107. Organization and Administration of Physical Education

This course describes the policies, procedures, and standards of the various divisions of physical education, explaining the relationships which exist. Special attention is given to pertinent problems which face the modern educator.

Two periods weekly for one semester.

2 semester hours credit.

Physical Education 109. Tests and Measurement in Physical Education

In this course, the student learns to apply the fundamental principles of evaluation and measurement in the fields of health and physical education. Various tests and testing programs are studied and evaluated. Experience in administering and scoring certain tests is provided, and a study is made of the interpretation and use of the results obtained.

Two periods weekly for one semester.

2 semester hours credit.

Physical Education 115. Supervision in Physical Education

This course attempts to meet the urgent needs for more adequate training of future Directors of Physical Education, in order that there may be better supervision of physical education programs in the elementary and secondary schools. Classes study organization and planning; procedures for visitation and conferences; and the various functions of the supervisor at the different grade levels. Supervision in health education, safety education and extra-class programs is included.

Three periods weekly for one semester.

3 semester hours credit.

REQUIRED ACTIVITY COURSES

Activities 1. Elementary Rhythmic Activities

This course covers folk dances, singing games, nursery rhymes and dramatic rhythms for use in the elementary grades. Demonstration lessons and an opportunity for teaching small groups of elementary children are arranged with the Training School.

Activities 3. Social and Round Dancing

The basic steps and methods of teaching social dance and modern round dances are covered. Problems which arise when teaching mixed groups are discussed. Opportunities are given for improving personal techniques, for understanding desirable social standards, and for teaching others.

Activities 5. Games I

This course includes the learning and teaching of games of low organization for the elementary grades, suitable for playground, gymnasium, playroom, or for use in the classroom.

Activities 7. Stunts and Tumbling I

A variety of individual, couple, and group stunts and tumbling activities are taught in this course. Effective organization for small and large groups is stressed, with special emphasis on the safety factors.

Activities 9. Apparatus I

This course includes work suitable for teaching in public schools which have heavy apparatus such as the buck, box, parallel bars, flying rings, stall bars, balance beam and other types of apparatus.

Activities 11. Traditional Folk Dancing

A wide range of folk dances from many lands is taught. Special emphasis is given to those dances which can be used in secondary schools. Opportunities to visit adult folk dance groups are arranged.

Activities 13. Tap Dancing I

Fundamental steps are taught in this course. Rounds, buck, waltz and soft shoe routines which can be used in the public schools are included.

Activities 15. Body Mechanics

This course is closely related to Fundamentals of Body Mechanics, a theory course. There are opportunities for individual and group work in a variety of exercises for improvement of posture and correction of health problems closely allied to posture.

Activities 17. American Square Dance I

Concentration is on basic fundamentals of square dancing and in learning how to do simple dances to patter, cue and singing calls.

Activities 21. Stunts and Tumbling II

The object of the course is to offer opportunity for more advanced work in this area. Special emphasis is placed on methods of organization and opportunity is given for teaching these activities.

Activities 23. Apparatus II

In this course, advanced work is offered. Opportunity for student leadership and special stress on safety factors are included.

Activities 25. Creative Rhythms for Children

This course emphasizes: a. the needs and capacities of children for expression through rhythmic movement; b. the opportunities for the enrichment of child experience through the development of creativeness, understandings, appreciations and skills; and c. the ways in which the teacher should release and guide the child's expression toward these educational objectives.

Activities 27. Games II

This course gives an opportunity for learning and teaching modified team and lead-up games, suitable for both large and small groups.

Activities 29. Community Recreation

Leadership and participation in various types of social games are offered in this course. The student is presented with materials and sources of activities needed for social play in parties for the home, in clubs, at picnics, and on the playground.

Activities 31. Advanced Tap Dancing

This course includes more intricate routines and a study of the technique of creating tap steps and routines.

Activities 2-22-52-102. Swimming

Instruction in swimming is given in accordance with the National Red Cross requirements. All students are required to pass a standard swimming test. Students who are unable to swim must remain in a swimming class until the test requirements are fulfilled. Qualified students may elect a Water Safety course.

Activities 4-24-54-104. Team Sports

The team sports covered in this curriculum are: Volleyball, Soccer, Speedball, Fieldball, Field Hockey, Basketball, and Softball. Each sport is taught with emphasis on fundamental skills, team strategy, rules, coaching, officiating, and techniques of teaching which are specifically related to each sport.

Activities 6-26-56-106. Modern Dance

The courses in modern dance include the study and use of rhythmic movement as a medium of expression and communication; as a means of body training and discipline; and as a form of relaxation and recreation. Experience is given in dance composition and criticism; evaluation and use of various forms of accompaniment; and production of simple dance programs. Methods of teaching are included.

Activities 10-50-80-100. Dual and Individual Sports

The courses in Dual and Individual Sports include the learning of skills, rules, teaching techniques, and officiating in Badminton, Tennis, Bowling, Track and Field, and Archery.

Activities 58. Gymnastics

These courses provide an opportunity to learn and teach fundamental gymnastics, exercises, and marching. The advantages and disadvantages of the Swedish, Danish, and German systems, as well as the present day theories in regard to conditioning drills, are discussed.

Activities 60. American Square Dance II

Opportunities are provided for the teaching and calling on Squares and Contras. Corrective help is given on timing, rhythm and teaching procedures.

Activities 101. Games III

This course includes recreational sports such as Deck Tennis, Handball, Table Tennis, Paddle Tennis, Shuffleboard, Horseshoes, Tetherball and Aerial Darts. The teaching of these games as well as skill in participation is emphasized.

N.B. During the senior year, opportunity is given to the students to assist in other college activity courses. In addition to these required courses, the seniors may elect activities in which they desire further experience.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION FOR MEN

Edward Swenson

The purpose of this department is twofold:

1. **Personal**—To provide an intelligent understanding of correct health attitudes and health habits and to provide practice in these habits; to develop the true values in athletics, such as leadership, sportsmanship, personality growth, emotional adjustment and skills.

2. **Professional**—To train students adequately in methods of teaching games, sports, gymnastics and in coaching; to develop skills in individual and group games.

Health and Physical Education M 1. Physiological Hygiene

A course in hygiene with sufficient work in anatomy and physiology to enable the student to understand the reasoning behind various health rules and regulations. The work enables the student to make an appraisal of his body's strengths and weaknesses and should stimulate a desire to keep abreast of current findings in the field of health.

Two periods weekly for one semester.

1 semester hour credit.

Health and Physical Education M 21. Athletics in Education

This course deals with the place of play in education. It considers the need for recreational games and the methods of teaching them at the elementary and secondary levels.

One period weekly for two semesters.

1 semester hour credit.

Health and Physical Education M 23. Activities

A gymnasium course aimed to develop skills and physical fitness. This course is required in conjunction with Physical Education M 21.

2 periods weekly for two semesters.

Credits are included with those of Health and Physical Education M 21.

Health and Physical Education M 25. First Aid

The standard and advanced course in First Aid is given. Students are entitled to the American Red Cross standard and advanced certificates upon satisfactory completion of the course. An opportunity to take the instructor's rating is offered.

One period weekly for two semesters.

1 semester hour credit.

Health and Physical Education M 55. School Health Administration

This course aims to present to the student the major principles of health service, health instruction and healthful school living; to acquaint him with administrative problems, health organization, and the co-ordinating part he will play in solving and preventing school health problems.

One period weekly for one and one-half semesters.

1 semester hour credit.

DEPARTMENT OF BIOLOGY

Frank J. Hilferty, **Chairman**

Elizabeth Cirino

E. Irene Graves

William J. Wall

Biology 3. General Botany

This course is designed to acquaint the student with the facts of plant structure and function in the light of general biological principles. The major groups of plants are considered and the following topics are given elementary treatment: photosynthesis, respiration, transpiration, growth, reproduction, heredity, mutation, development of varieties, evolution, disease, antibiosis, and ecology.

Two lecture periods and one double laboratory period weekly for one semester.

3 semester hours credit.

Biology 5. General Zoology

A course treating of general biological principles with emphasis on their zoölogical aspects. The major animal phyla are studied from the stand-points of structure and function and the following topics are given elementary treatment: respiration, ingestion, circulation, digestion, absorption, assimilation, growth, excretion, chemical and nervous co-ordination, reproduction, evolution, and the races of man.

Two lecture periods and one double laboratory period weekly for one semester.

3 semester hours credit.

Biology 27. Invertebrate Zoology

The biology of the invertebrates, with emphasis on their morphology, natural history, taxonomy and economic importance. Laboratory work and field trips designed to familiarize the student with local living organisms in their natural environments.

Two lecture periods and one double laboratory period weekly for one semester.

3 semester hours credit.

Biology 29. Vertebrate Zoology

The biology of the vertebrates, with emphasis on their morphology, natural history, taxonomy and economic importance. Laboratory work and field trips designed to familiarize the student with local living organisms in their natural environments.

Two lecture periods and one double laboratory period weekly for one semester.

3 semester hours credit.

Biology 55. Human Physiology

The various physiological processes of man are studied. Topics included are as follows: circulation, respiration, digestion, excretion, chemical and nervous co-ordination, muscular activity, and reproduction.

Two lecture periods and one double laboratory period weekly for one semester.

3 semester hours credit.

Biology 82. General Botany

A survey of the typical seed plants, their structure, functioning, development, distribution and classification. Representatives of the principal divisions of the plant kingdom are studied. The economic relationship of all kinds of plants to man is emphasized.

Two lecture periods and one double laboratory period weekly for one and one-half semesters.

4.5 semester hours credit.

Biology 83. Genetics

A general study of the principles of heredity in all living things, and the application of these principles to the production of better plant and animal crops.

Two lecture periods and one double laboratory period weekly for one and one-half semesters.

4.5 semester hours credit. -

Biology 103. Physiology of Exercise

A physiological study of the adjustive capacity of the body to exercise. One lecture period and one double laboratory period for one semester.

2 semester hour credits.

EARTH SCIENCE

Paul Huffington, **Chairman**
Robert W. Rucker

Earth Science 21. Fundamentals of Geography

An introductory course including the elements of the natural and cultural landscapes. Land forms, water bodies, soils, minerals, weather, and climate are studied in relation to the cultural pattern of man's occupations. It also includes the planetary relations of the earth, and maps and their uses.

Three periods weekly for one semester.

3 semester hours credit.

Earth Science 23. Geography of North America

A regional study of North America designed to give familiarity with methods of securing, organizing, and presenting geographical data; and to analyze the cultural and physical pattern of the regions studied.

Three periods weekly for one semester.

3 semester hours credit.

Earth Science 51. Regional Geography of Europe and Asia.

A study of the physical and cultural patterns of selected geographic regions in Europe and Asia.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Earth Science 55. Meteorology and Climatology

A study of the principles of descriptive meteorology; their application to a study of weather and to an analysis of climatic regions of the world.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Earth Science 101. Political Geography

Present-day problems as affected by their geographical settings. The natural, cultural, and governmental factors basic to international relations. The politico-geographical problems of selected nations. Natural resources in relation to peace and the post-war world.

Three periods weekly for one semester.

3 semester hours credit.

Earth Science 103. Geography of South America

A political and regional study of countries of South America with emphasis upon their mineral resources, agricultural, and forest industries. Also the contemporary importance of South America in world affairs.

Three periods weekly for one-half semester.

1.5 semester hours credit.

Earth Science 107. Physical and Historical Geology

A consideration of the origin, structure, and history of the earth as revealed by its rocks and minerals. A consideration of the processes that have brought about the present physical conditions of the earth's surface

and the significance of surface conditions in man's use of the earth. Special attention to the study of glaciation in the Bridgewater area.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

Earth Science 115. Meteorology and Physical Geology

A study of the principles of meteorology and their application to weather analysis; and a study of the origin and characteristics of rocks and minerals. This course is designed for the Upper Elementary Grade Teacher.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

CHEMISTRY

T. Leonard Kelly, **Chairman**

Otis E. Alley

Chemistry 1A. General Chemistry

A course in general chemistry with emphasis on theory. Properties in relation to structure are emphasized and related to physical laws.

Two lecture periods and one double laboratory period weekly for two semesters.

6 semester hours credit.

Chemistry 23. Introductory Chemistry

An introduction to the principles of general chemistry with emphasis on applications in the field of physical education.

Two lecture periods and one double laboratory period weekly for one semester.

3 semester hours credit.

Chemistry 81. Organic Chemistry

An introduction to organic chemistry. An introduction to the theory and preparation of organic types. Properties are related to structure. Special emphasis is placed on the chemistry of food and nutrition. Chemistry 1 A and Physics 1 A are prerequisites.

Three lecture periods and one triple laboratory period for one and one-half semesters.

6 semester hours credit.

Chemistry 82. Inorganic Analytical Chemistry

This is a course in both qualitative and quantitative inorganic analysis. The qualitative employs semi-micro procedures to teach the physical chemistry of solutions and chemical equilibrium. The quantitative includes the principles and practice of both volumetric and gravimetric analysis. Chemistry 1 A and Physics 1 A are prerequisites.

Three lecture periods and one triple laboratory period weekly for one and one-half semesters.

6 semester hours credit.

PHYSICS

T. Leonard Kelly, **Chairman**
Otis E. Alley
Balfour S. Tyndall

Physics 1 A. General Physics

A comprehensive survey of the five major fields of physics: mechanics, heat, sound, light, and electricity, with emphasis on problem-solving as a means of understanding. Prerequisite: One year of college mathematics or its equivalent.

Two lecture periods and one double laboratory period weekly for two semesters.

6 semester hours credit.

Physics 21. Physical Science

A lecture and demonstration survey course accenting the cultural and practical aspects of modern science.

Three periods weekly for two semesters.

4 semester hours credit.

Physics 23. Mechanics

An introduction to the principles of mechanics with emphasis on applications in the field of physical education.

Two lecture periods and one double laboratory period weekly for one semester.

3 semester hours credit.

Physics 81. Radiation

Selected phenomena from the fields of heat, light, and electricity in which electromagnetic radiation is involved are studied from a theoretical and practical viewpoint. Prerequisite: Physics 1 A

Three lecture periods and one double laboratory period for one and one-half semesters.

6 semester hours credit.

Physics 82. Electricity and Electronics

Theories and practical applications of electrical phenomena in electricity as they apply to both direct and alternating currents are developed from a modern point of view. Some of the basic phenomena of electronics are also included in the course. Prerequisite: Physics 1 A.

Three lecture periods and one double laboratory period for one and one-half semesters.

6 semester hours credit.

SOCIAL STUDIES

ECONOMICS

Daniel J. Noonan

Economics 101. Economic Principles and Problems

This course serves to introduce a study of the factors of production and the behavior of some representative economic units under a system of free

enterprise. Some time is devoted to a study of a free economy as contrasted with political structures in which the factors of production are under state control.

Three periods weekly for one semester.

3 semester hours credit.

Economics 103. Economic History

This course is a consideration of American economic development. The relation of economic institutions to, and their effect on, political and social institutions are explored.

Three periods weekly for one and one-half semesters.

4.5 semester hours.

HISTORY

Annabelle M. Melville, **Chairman**

Ralph S. Bates

Jordan D. Fiore

Charles E. Fath

Stephanie O. Husek

History 1. History of Civilization

A survey of the more meaningful features of human culture from primitive times to the present.

Three periods weekly for two semesters.

6 semester hours credit.

History 21. American History and Constitutions

This course includes a survey of American history and the study of the Constitution of the United States and the Constitution of the Commonwealth of Massachusetts.

Three periods weekly for two semesters.

6 semester hours credit.

History 23. British Political History

A survey of British political development from 1603 to the present, including both National and imperial policies and institutions.

Three periods weekly for two semesters.

6 semester hours credit.

History 51. American Government and Politics

The nature and activity of the national, state, and local governments, and the forces which play upon them.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

History 53. Modern European History

A history from 1500 to 1914, dealing primarily with social, economic, political and cultural problems.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

History 105. Modern European History

European history from 1914 to the present. The last quarter of the course is given to a survey of current affairs.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

History 107. Contemporary Affairs

Current sociological, economic, political, military and international events are studied in publications and by means of radio broadcasts. The course attempts also an elucidation of the impact of science on society and our environment.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

SOCIOLOGY

Rose H. O'Connell

Sociology 53. An Introduction to Sociological Analysis

The course aims to acquaint the student with the common core of theory which underlies the limited conceptual schemes of modern sociological research. The case method is used. Basic concepts are learned through actual field reports.

Three periods weekly for one semester.

3 semester hours credit.

Sociology 103. Senior Seminar in Sociology

This is a reading, not a research seminar. The purpose is to acquaint the student with the crucial problems and concepts in modern sociology through extensive reading and discussion.

Three periods weekly for one and one-half semesters.

4.5 semester hours credit.

DEPARTMENT OF SPEECH AND DRAMA

Miriam M. Reinhart, **Chairman**

John B. Tarver

Speech 3. Oral Intercommunication

This course is designed to release the student's imagination and to develop his speech skills. Activities include solo interpretive reading, choral speech, story telling, and, as occasion requires, exercises to develop needed speech skills. Principles concerning speech development will be drawn from class experiences.

Two periods weekly for one semester.

2 semester hours credit.

Speech 103.

This course prepares the student to recognize and meet children's needs in communication and personality development. Classroom activities consist of (a) creating spontaneous group pantomimes, dialogues, and stories; (b) presenting, as teachers, lessons using creative dramatics to meet educational needs. Generalizations are drawn as to classroom teacher's responsibility in the development of the child's speech.

Two periods weekly for one semester.

2 semester hours credit.

